Texas Education Agency

Standard Application System (SAS)

Lipan2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*[stamp:]* RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 AM 10: 27 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
Lipan ISD	111-902			
Vendor ID #	ESC Region #		DUNS #	
75600-1960	11		025428384	

Mailing address		City	State	ZIP Code
211 North Kickapoo Street		Lipan	TX	76462-

Primary Contact

First name	M.I.	Last name	Title	
Dr. Cindy		Edwards	Superintendent	
Telephone #		Email address	FAX #	
254-646-2266 Ext. 224		cedwards@lipanindians.net	254-646-3499	

Secondary Contact

First name	M.I.	Last name	Title	
Trina		Wartes	Business Manager	
Telephone #		Email address	FAX #	
254-646-2266 Ext. 221		twartes@lipanindians.net	254-646-3499	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Dr. Cindy	Edwards	Superintendent
Telephone #	Email address	FAX #
254-646-2266 Ext. 224	cedwards@lipanindians.net	254-646-3499

Signature (blue ink preferred)   Date signed

[signature: Dr. Cindy Edwards]

Only the legally responsible party may sign this application.

701-16-102-060

Schedule #1—General Information (cont.)

County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type New	Application Type Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 111-902 | Amendment # (for amendments only):

Member Districts

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 111-902			Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Community Overview: The proposed project will extend much needed access to programs, services, learning opportunities and experiences for students of Lipan ISD while providing a safe learning environment for children of working parents who must commute up to 45 minutes to larger cities and towns to secure steady work. Lipan Independent School District, a rural Pre K-12 school serving 366 students, has experienced a 30% growth in enrollment over the past five (5) years. Once a stable, middle income area, Lipan ISD has experienced a significant increase in the number of economically disadvantaged students (47%) with a matching increase in students who are at risk (43%) for educational failures. The district is a schoolwide Title 1 district with the Elementary Campus in Year 2 of In Need of Improvement designation from the state. Lipan community makeup includes a population of 495 with 94% White, 11% Hispanic/Latino, 3 % two or more races, 17% of families living below the poverty level, and 34% of families with incomes ranging from $10,000 to $34,999 ($33,929 median). In the last 12 months approximately 50% of female/no husband households with children under 18 fell below the poverty level and 32% of two parent families fell below poverty level. Single mothers out number single fathers 4:1 and make up the largest poverty group in our community. To addressed the identified needs of the district, the project will provide extended access to technology, tutors, a morning Power Hour for homework help, STEAM, mentors, dual credit college courses, counseling, field trips, college awareness activities, family nights, and field trips.Each of these activities were identified in the needs assessment and district improvement planning process regarding student success, emersing under represented groups in innovative learning, giving families opportunities to obtain training and educational advancement, and mentoring students to become productive citizens by giving back to our small community. **Other out-of-school-time services that are available in the community = 0.**
Needs Assessment Findings: A need for access to quality extended learning time to help our students meet the requirements of the state assessments was a primary finding. Lipan Elementary has been identified by the state as Year 2 of Improvement required, therefore the bulk of the budget is classified to payroll for teachers, tutors and mentors to increase small group and one to one interactions with students to maximize academic growth. Supplies and materials budget was the next largest budget item, which was determined by planned STEAM activities, community projects, and enrichment programs. Professional and contracted services and other operating costs were budgeted to support the management and development goals of the program, such as retain an evaluator of high quality, dual credit college courses, certificate programs, adult trainings, staff development, needs assessment materials, educational field trips, presenters, printing cost and communication costs.
Stakeholders involved: Our community needs assessment was conducted by a focus group which is made up of administrators, teachers, students, parents, local organizations and businesses. Information sources include: district and campus improvement plans and goals; school performance reports which include graduation rates, promotion rates, discipline data, attendance rates and student test results; student and family surveys; interviews with school staff including counselors, Title I liaisons, teachers, principal, etc.; current campus partners; other services already offered for students and families on the campus; and curriculum maps/scope and sequence plans used during the school day.

Efficacy is determined, in conjuction with the evaluator, by the number of responses necessary to have a valid population sample, which leads to identification of needs for the represented population. The confidence level was 95%, confidence interval was 7.9, population was 495, and the sample was 116. The needs assessment effectively determined the needs of the community.The needs assessment process is updated when new data is available, approximately every six to seven weeks, when needs are met or objectives are complete the feedback is used to update milestones and timelines and goals are continued to ensure contiuous improvement or goals new are developed based on the changes in the most current data reports.
Through the grant implementation our campuses will address and sustain the following local needs:
- Increase the academic success of the participating students in core subjects; Reading, mathematics, science, and social studies through tutorials and research-based best practices.
- Increase number of families of participating students that show gains in literacy and educational development and involvement in school-related education activities relevant to their children's school(s). Newsletters, social media sites and school communications parents will be used

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Increase the academic success of all students; for example increased numbers of students passing all state assessments, being promoted to the next succeeding grade level, graduating from high school, entering college and/or the workforce. Research-based strategies, mentors, STEAM, college prep. to utilize the expanded service, Community Learning Center, during the school day and on determined evenings to increase their educational development.
- Increase support for our students who struggle with environmental issues, social issues, ED and severe ADD/ADHD. School day referrals, Response to Intervention strategies and counseling will be utilized to help students learn coping skills to improve learning.
- Increase activities that demonstrate student responsibility and obligation to the school and community through projects such as community service and service learning opportunities to foster improvement in citizenship and character education by student participants and their families.

Adequate safe spaces to provide activities, buses for transportation, two gyms, three buildings, a libarary and several play areas will be used. The program will have a full time project director, two full time site coordinators, and one part time family engagement specialist. Each position will be filled based on the job descriptions supplied by the grant. The use of MOU'S will be utilized when necessary. The TAC, the Prime Blueprint and the 21st Century Texas help desk will be utilized for daily management of the grant. Logistics will be managed with district administration, the grant director and grant staff in weekly meetings. Weekly meetings are conducted to discuss grant management; coordinating planners, current hours, days, and weeks completed, budgets, reports, sustainability, the progress of needs and planning future events. The grant will be evaluated by, analyzing progress toward stated goals and objectives, determining the impact on student achievement, and making recommendations for continuous improvement. Programming will be based on review of the afterschool program and school reports to implement new programs.The evaluator and director will develop an evaluation plan to include key evaluation questions, assessment instruments, a data collection plan for required data, any additiontional data deemed useful, and a timeline. Process evaluation activities would include observations, focus groups, surveys, interviews, number and types of activities for each component, activity attendance, number and demographics of participants, staff qualifications and training, responsibilities of community partners, review of student progress reports, and strategies to meet goals will be conducted to determine if the program is being implemented as designed. Logic models for each center, interim reports, outcome evaluation data, attendance, behavior data and surveys of all stakeholders. The evaluator will submit reports from parent, student, and afterschool teacher surveys, classroom teachers, focus groups, and interviews. Findings will be used for program improvement and will be available to the public using through multiple communication avenues. The statutory requirments will be addressed individually and in detail through schedule sixteen. All statutory requirments will be met through proper grant management, implementation and evaluation procudures. Budgeting will utilize financial standards and work closely with the business office to ensure good stewardship of funds. Evaluation of the program will be directed by an experienced evaluator and monitored by the grant and school day administration. Scope and sequences from the school day, in order to have a seamless transition for the students and families, will be utilized to extend the learning. The nature of the program will be interactive, discovery based, and help students become learners instead of retainers of information. The activities will be based on academic concepts, however they will be reinvented to be engaging to the intended audience, theme based and student driven. All student who attend the program can utilize the busses to come and go from school.
The program requirements will be met by the intentional coordination of the afterschool and school day administration. The requirement components are a comprehensive detailed plan to ensure the success of the afterschool program. Utilizing proper management the requirements of the grant will be met through continuous monitoring of center needs by targeting the students most in need, communicating at every opportunity to the stakeholders, hire, train and maintain high quality staff, use proper safety measures, plan and align activities for quality instruction, hire, train and maintain a family engagement specialist to provide dynamic and significant engagement with their children's education by intentional coordination with the director, coordinators and school day to create quality family interactions which impact student success
The grant will work intentionally with the community advisory committee, school board and administration to form partnerships to support the needs of the proram along with fee based pay. When funding terminates the district and partnerships will support the needs of the afterschool program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 111-902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$379,000	$5,000	$384,000
Schedule #8	Professional and Contracted Services (6200)	6200	$15,000	$5,000	$20,000
Schedule #9	Supplies and Materials (6300)	6300	$75,000	$0	$75,000
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$0	$10,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☐ No	
Total direct costs:			$479,000	$10,000	$489,000
Percentage% <u>indirect costs</u> (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**479,000**	**$10,000**	**$489,000**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	0
Administrative Cost Calculation					
Enter the total grant amount requested:					$500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$25,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 111-902		Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional				
1	Teacher	0	0	$0
2	Educational aide	0	0	$0
3	Tutor	0	0	$0
Program Management and Administration				
4	Project director (required)	1	0	$75,000
5	Site coordinator (required)	2	0	$70,000
6	Family engagement specialist (required)	0	1	$31,000
7	Secretary/administrative assistant	0	0	$0
8	Data entry clerk	0	0	$0
9	Grant accountant/bookkeeper	0	1	$5,000
10	Evaluator/evaluation specialist	0	1	$5,000
Auxiliary				
11	Counselor	0	0	$0
12	Social worker	0	0	$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Title			$
20	Title			$
21	Title			$
22			Subtotal employee costs:	$186,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$0
24	6119	Professional staff extra-duty pay		$110,000
25	6121	Support staff extra-duty pay		$25,100
26	6140	Employee benefits		$57,900
27	61XX	Tuition remission (IHEs only)		$0
28			Subtotal substitute, extra-duty, benefits costs	$193,000
29	**Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$379,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 111-902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	College and Career – Dual Credit	$7,000
2	Professional Development	$3,000
3		
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$10,000
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$10,000
	(Sum of lines a, b, and c) Grand total	$20,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 111-902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$75,000
	Grand total:	**$75,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 111-902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.		$2,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.		$1,500
	Specify purpose: Pre-Award Training and Project Director Training		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.		$1,500
6413	Stipends for non-employees other than those included in 6419		$0
6419	Non-employee costs for conferences. Requires authorization in writing.		$0
Subtotal other operating costs requiring specific approval:			$5,000
	Remaining 6400—Other operating costs that do not require specific approval:		$5,000
Grand total:			$10,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			
	County-District Number or Vendor ID: 111-902			Amendment number (for amendments only):
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$0
**66XX—Computing Devices, capitalized**			
2		0	0	0
3			$	0
4			$	0
5			$	$ 0
6			$	$ 0
7			$	$ 0
8			$	$ 0
9			$	$ 0
10			$	$ 0
11			$	$ 0
**66XX—Software, capitalized 0**			
12			$	$0
13			$	$ 0
14			$	$ 0
15			$	0
16			$	0
17			$	$ 0
18			$	$ 0
**66XX—Equipment, furniture, or vehicles**			
19			$	$0
20			$	$ 0
21			$	$ 0
22			$	$ 0
23			$	0
24			$	0
25			$	0
26			$	0
27			$	0
28			$	0
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$0
	Grand total:			0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			358	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	2	0.6%	Attendance rate	96%
Hispanic	40	11.9%	Annual dropout rate (Gr 9-12)	0.0%
White	316	88.0%	Students taking the ACT and/or SAT	73.7%
Asian	0	0.0%	Average SAT score (number value, not a percentage)	1477
Economically disadvantaged	169	47.21%	Average ACT score (number value, not a percentage)	18.3
Limited English proficient (LEP)	12	3.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	43.30%
Disciplinary placements	0	0%		

Comments

Rural community

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	0	0%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	22	73.33%
White	25.9	96.3%	Master's degree	8	26.67%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	5.0	16.7%	Avg. salary, 1-5 years exp.	$32,145	N/A
6-10 years exp.	4.0	13.3%	Avg. salary, 6-10 years exp.	$39,746	N/A
11-20 years exp.	11.0	36.67%	Avg. salary, 11-20 years exp.	$44,696	N/A
Over 20 years exp.	10.0	33.33%	Avg. salary, over 20 years exp.	$52,704	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	20	31	28	31	27	22	31	26	26	22	30	21	20	23	358
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	20	31	28	31	27	22	31	26	26	22	30	21	20	23	358

Schedule #13—Needs Assessment	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment The needs were determined using demographic data, student achievement data, socioeconomic data, attendance data, parent needs, staff training needs, technology needs, surveys from students, parents, teachers, and community members, focus groups and benchmark results. The data collected from the ACE program for the 2015 school year on regular students (attendance of 30 days or more) will be compared to school day students on student achievement, attendance data, and percent of increase in percent score.

1. The data was assessed based on the time frame left to have a positive effect on the outcome of the students' success. Therefore, we would focus on the students who are the closest to graduation, but are behind in credits or attendance hours for a timely promotion or graduation. Intensive tutorials and the opportunities to utilize technology to complete courses at a advanced rate will be made available and the students will meet with the site coordinator and the principal every six weeks to assess progress and make changes if necessary.

2. Students are determined to be in need of tutorials for gaps in learning or in need of homework help because of absences or momentary struggle with a concept. The tutor activities will be smaller and more closely aligned with one on one instruction. The homework help would utilize college students and student tutors (the students would be given volunteer hours) in a small group setting of 10 to 15 students. The tutoring and homework group will both be assessed every three weeks to determine progress.

3. Based on the results of the 2015 state assessments students are in need of several strategies to increase their ability to pass the assessments. Also, students who have secondary issues such as social issues, ED, ADD/ADHD will need extra support to be successful. The program would use unique activities such as games and puzzles to help students understand the vocabulary of the test, the pattern recognition of questions, deleting choices and determining an answer, cumulative review, mini quizzes, and technology to increase number sense, measurement, working vocabulary, summary, main idea, writing with a purpose, and use confidence building strategies. The remediation group will be sorted by area of need and will be in groups limited to five to 10 students. Teachers will be placed with groups based on their certification areas. These groups will be together for a minimum of six weeks.

4. Based on longitudinal data students who have been retained before high school and have not made gains since their retention will be invited to be a part of and semester long course which will help them learn to study, help them get organized, offer counseling, remediation on a daily basis and assign them a school day mentor. These students will meet with the principal once a week to discuss their progress and make short-term goals so success can be praised often and goals can be adjusted if needed. The teachers will be asked to be a part of the team and take on three to four students for the semester.

5. The need for these types of interventions are based on the lack of post-secondary education of the parents, low-income families, students being raised by grandparents or other family members, language barriers and the travel time for families with steady jobs, which can be up to an hour and a half away.

6. Parents travel on average 45 minutes to and from work each day. The need for educational services, activities to help students become better learners, increase social skills, contribute to the community, investigate skills and subjects not available in the school day are paramount. Parents can be assured their children are safe, involved and cared for when they are at work or on the road home from work. Family events are planned to accommodate the commuting parents, students stay after the school program and can easily attend family engagement events. The events planned will focus on parent/student interaction with leaning together, creating together, playing together and being together. Training events for parents will be planned based on parent surveys in order to maximize the impact of training. Event will be one or two per month.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the percent of students who pass the state assessments and the following courses language arts, reading, math, science and social studies.	Students will be identified as in need of remediation using state assessment reports and school day data. Students would then be placed in appropriate tutorial(s) provided by the afterschool program. Research-based practices use and working closely with teachers would ensure a seamless transition for maximize results. Tutorial effectiveness to be assessed each six weeks. Families will be updated at the six weeks and given opportunities to interact with their student during family learning events.
2.	Increase in the academic success of all students; for example increased numbers of students passing all state assessments, being promoted to the next succeeding grade level, graduating from high school, entering college and/or the workforce.	State assessment reports and school day data will be used to determine students who are at-risk of not attaining academic success and in need of interventions. Before and afterschool programs will utilize research-based strategies such as mentors, STEAM activities, and college prep materials, resume prep, college applications, and job interviews/investigation will be used. An expanded list of dual credit will be offered. Assessed each six weeks.
3.	Increase activities that demonstrate student responsibility and obligation to the school and community through projects such as community service and service learning opportunities to foster improvement in citizenship and character education by student participants and their families.	Measured by attendance reports for both the school day and the before and afterschool program. Using volunteer time forms and community project logs to determine an increase in hours and a decrease in office referral for the school day and afterschool program. Student behavior and attendance will be used to determine the impact on the student population. Working families children are often alone and left to their own devices, these activities allow student do for others and be with their peers. Assessed every six weeks.
4.	Increase the support for students who are struggling with environmental issues, social issue, Emotionally Disturbed and severe ADD/ADHD.	Through school day referrals, the before and afterschool program will utilize Response to Intervention strategies to help students learn coping skills to increase their ability to function in the school day in order to assimilate and learn more efficiently. Families impacted by the mentioned issues will be provided with information to use at home, attend trainings and be a part of the decisions for intervention. Assessed every six weeks.
5.	Increase in number of families of participating students that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children's school(s).	Through newsletter, social media sites and school communications parents will be invited to utilize the Community Learning Center during the school day and on determined evenings to increase their educational development not limited to but including learning English, literacy, GED, college courses, technology skills, and job training. Multiple events throughout the year will be provided for families to play and learn together. Attendance logs, certificates, successful completion of courses and improved job success will be documented . Working families will be impacted by their success. Access every six weeks.

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Schedule #14—Management Plan	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	**Minimum** - Master's Degree preferred, Bachelor's Degree required in education or related field; Strong communication, public relations, interpersonal skills, and strong organization; Excellent written and verbal communication skills and computer proficient; Three years' experience in an educational and/ or social work setting; Supervisory experience of small to medium teams and; Experience in fiscal/budget management, data reporting, and information systems; Competence in program development, marketing, implementation, and evaluation; Working knowledge of local youth service organizations
2.	Site Coordinator(s)	**Minimum** - Bachelor's Degree in education or related field; Ability to maintain positive working relationships staff and families; Strong organization, time management and staff supervision skills; Excellent written and verbal communication skills with computer proficiency
3.	Family Engagement Specialist	**Minimum** – Bachelor's in education, counseling, or related field Master's preferred; Strong communication, interpersonal skills, community and support agencies; Must be adaptable, work flexible hours (evenings) to meet the needs of the families; Experience effective parenting techniques and diverse families.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase the percent of students who pass the state assessments	1.	Identify	08/08/2016	08/15/2016
		2.	Determine	8/15/2016	8/18/2016
		3.	Contact	8/15/2016	8/18/2016
		4.	Place	8/29/2016	7/27/2017
		5.	Assess (6 wks)	10/11/2016	5/19/2017
2.	Increase in the academic success of all students	1.	Identify	8/8/2016	8/15/2016
		2.	Determine	8/15/2016	8/18/2016
		3.	Contact	8/15/2016	8/18/2016
		4.	Place	8/29/2016	7/27/2017
		5.	Assess (6wks)	10/11/2016	5/19/2017
3.	Increase activities that demonstrate student responsibility and obligation to school & community	1.	Research	8/8/2016	8/15/2016
		2.	Plan	8/15/2016	7/27/2017
		3.	Develop	8/18/2016	8/24/2016
		4.	Implement	8/29/2016	7/27/2017
		5.	Assess (6wks)	10/11/2016	5/19/2017
4.	Increase support for students struggling with environmental and social issues, ED, and severe ADD/ADHD	1.	Identify	8/8/2016	8/15/2016
		2.	Determine	8/15/2016	8/18/2016
		3.	Contact	8/18/2016	8/20/2016
		4.	Place	8/29/2016	7/27/2017
		5.	Assess (6wks)	10/11/2016	5/19/2017
5.	Increase number of families of students that show gains in literace &educational development	1.	Research	8/8/2016	8/15/2016
		2.	Plan/Purchase	8/15/2016	5/19/2017
		3.	Develop	8/18/2016	8/24/2016
		4.	Implement	8/29/2016	7/27/2017
		5.	Assess (6wks)	10/11/2016	5/19/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the afterschool program utilizes logic models, measurable objectives and identified needs to plan effective objectives and goals. The objectives are developed using research-based strategies to focus on the needs, which were determined by the results of the needs assessment and multiple data sets. The development of objectives and events will be based on the needs of the students, the objectives to be obtained and the resulting outcomes from periodical assessment. The assessment of the objectives will occur on a six week cycle unless there is concern voiced by the stakeholders about the effectiveness of the treatment. Data sets from the school day and afterschool program will be utilized for assessment, such as grades, attendance, behavior, benchmarks, student cumulative review quizzes from the tutorials, intervention programs, self-assessments and adult learning data. The results will be shared with the school and afterschool staff through data reports created to show strengths and weaknesses of treatments and strategies. The school and afterschool personnel will be asked to make determinations about the effectiveness of each objectives outcomes. They will be asked to make suggestions for changes if necessary. Data disseminated to parents and members of the community will be go home in the bi-monthly newsletter to all Lipan residents, be posted on the school website on the school and afterschool Facebook page, on SchoolWay and be available the office, data will masked to preserve the privacy rights of families. Parents and community members will be encouraged to ask questions and make suggestions by contacting the school day administration or afterschool project director.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Preliminary plans to sustain the L^5 ACE Program center around the need to maintain a certain level of services at the same level of excellence currently being practiced.

- The L^5 ACE Program is proposing two days a week for 2 hours for each session.
- The focus will be an hour of tutorials and homework assistance with a second hour to focus on the core interests of the students which will be an interactive hour of fun, exciting and enhanced programming.
- The district, L^5 ACE Staff, community members, county officials, local businesses, students and parents will be involved in the sustainability plan.
- The ultimate goal for sustainability is to continue programming with the core of the services still in place at a reduced rate of time.
- The timeline is to build interest and committees during the second year of 21st CCLC; during the third year begin to have conversations with those in the community and surrounding areas about the need to continue the program when funding ends in order to give community youth the best opportunities avalaible; durning the fourth year continue with previous goals and step up the advocacy for the program and begin the collaboration with local organizations while working toward permenant partnerships; during the fifth year finalize plans with the core groups interested in supporting the sustainability of the L^5 ACE Program in order to have a sixth year of programming.

There is also a potential to charge a fee to the students based on a reduction table using income and free and reduced status

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 111-902	Amendment # (for amendments only):	

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Document Review of Student Achievement	1.	Report card grades, classes passed, STAAR scores, promotion and graduation rates to indicate improved student achievement and on-time promotion and graduation
		2.	Number of school days attended to indicate improved school attendance
2.	Document Review of Student Behavior/Rating by Classroom Teacher	1.	Rating to indicate improved classroom behavior/number of referrals
		2.	Rating to indicate improved completion of homework
		3.	Rating to indicate improved class participation
3.	Document Review of Attendance	1.	Number of school days attended to indicate improved school attendance
		2.	Number of 21st CCLC days attended above 45
4.	Surveys Student (S), Teacher (T), Parent (P)	1.	Results from S surveys to indicate improved academic achievement and behavior
		2.	Academic achievement and behavior will be evaluated through S surveys
		3.	S, T, P surveys to indcate improved student attitudes toward school
5.	Focus Groups	1.	Parent focus group findings to indicate parent attitudes of and participation in program
		2.	Student focus group findings to indicate student attitudes and satisfaction with the program
		3.	Community Task Force findings to indicate community members satisfaction with the program

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. The evaluation will consist of evaluating the implementation of the grant, analyzing progress toward stated goals, determining the impact on student achievement, and making recommendations for continuous program improvement. Programming will be based on review of ACE and school reports to implement new programs.
2. In August, the Evaluator and Director will develop an evaluation plan that includes key evaluation questions, assessment instruments, a data collection plan for required data, any addition data deemed useful, and a timeline.
3. Process Evaluation activities including observations, focus groups, surveys, interviews, number and types of activities for each component, activity attendance, number and demographics of participants, staff qualifications and training, responsibilities of community partners, review of student progress reports, and strategies employed to meet goals will be conducted to determine if the program is being implemented as designed. The creation of a Logic Model for each center in the fall will create a visual representation of the program, and the task of developing the Logic Model will help highlight strengths and weaknesses at each center. Producing Interim reports that answer key evaluation questions will help ACE staff assess their strengths and weaknesses.
4. Outcome Evaluation data for student achievement include student report card grades, classes passed, STAAR scores, promotion and graduation rates. School report cards will be collected for school attendance and TX21st for program attendance. Classroom teachers will collect behavior data from behavior referrals and ratings of student behavior. Student attitudes will be assessed through focus groups and surveys. Program feedback will be collected by surveys from students, parents, ACE teachers, and principals. The first year, fall and spring student achievement data and attendance data will be will be analyzed for improvement. Students in the second year with grades and attendance data, for two running years, will be analyzed for improvement.
5. Findings will be used for program improvement. The Evaluator will submit reports from parent, student, and ACE teacher surveys, classroom teachers, focus groups, and interviews. At weekly staff meetings reports will be reviewed for change based on need or attendance.
6. Findings will be available to the public using newsletters, community task force meetings, and school board meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities for the program from fall to summer will focus on the determined needs and objectives. Such as student academic success, STEAM enrichment, college and career opportunities, along with community and family events. The activities will be in addition to the school day and will be planned to extend learning, support concepts and increase the ability to make connections. Scope and sequence documents developed by the district will be used as a recources to make sure the timing of afterschool content is in line with the district to increase time of contact to the curriculum. The transition from the school day to the afterschool program will be seamless, which will help students assimilate content in multiple enviroments. The purpose of the afterschool program is supplemental, the intentional planning by grant staff will ensure the activites and other events are and extending to the school day not a repeat of the school day. Students will be bused to and from the program. The program will extend learning through discovery based, interactive lessons, which leads to afterschool students being engaged in theme based and student driven activites. Students will be bused on district maintained buses and driven by certified bus drivers who have been fingerprinted. In addition, students will be provided access to dual credit courses in an articulated sequence of up to 42 transferable CORE credits to any Texas Colleges/University. The Dual Credit program has been carefully sequenced so that students may enter the sequence of courses during their 9th grade year and continue through to attain Endorsements including Multidisciplinary Endorsement:*4X4; *Advanced Courses;*4 Dual Credit; Arts and Humanities;*Social Studies; and STEM and Career Endorsements may be obtained through elective options.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All communications are branded with the required Texas ACE logos, address of the centers, phone number, and the name and position of the grant staff with phone extention numbers. All avenues available to the grant are employed to communicate our goals, purpose and successes, such as newsletters sent bi-monthly to every community member through the mail utilizing bulk rate, Facebook (both the afterschool programs page and the school districts page), SchoolWay (an app), the school webpage, email, the marquee, flyers, mail and notes home from school through students. The language barriers in our district will be met by all online communications which can be translated to other languages and the use of QR codes on paper and eletronice communications to translate the message. Individual letters will be sent in the native languages of students based the home language survey turned in at the first of each year to the school day. Grant staff meets often with school day staff to collaborate and discuss logistics on upcoming and new events.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program's academic enrichment component will include tutoring in core academic subjects and provide extra learning opportunities that provide our students with ways to practice their academic skills through engaging, hands-on activities. These activities will include "clubs" to foster critical thinking skills, persistence and other positive work habits; programs to encourage reading, writing and speaking, as well as, teamwork, goal-setting and decision-making; book clubs to encourage reading for pleasure; art programs to foster applications of reading, writing, math, and social studies skills.In addition, enhanced access to higher education through dual credit courses with a carefully articulated sequence of courses in a sheltered setting will increase the likelihood of transition into the college setting after high school graduation.

Academic outcomes associated with participation in after school programs lead to better attitudes toward school and higher educational aspirations; higher school attendance rates and less tardiness; less disciplinary action (e.g. suspension); lower dropout rates; better performance in school, as measured by test scores and grades; greater on-time promotion; improved homework completion; and engagement in learning.

The proposed actitivies will improve campus and student academic achievement as a result of extended time before and after school utilizing intentionally focused, research-based practices on concepts identified by the needs assessment. The use of tutorials, enrichment, homework help, mentor groups, Community Learning Center resources, counseling and exposure to alternative methods of learning to meet each students needs. Highly trained and motivated staff which consist of 95% of our teaching staff are the frontline of information and knowledge about the student who struggle and need extra support. This transition to the afterschool progam environment extends student support without supplanting the school day. Students who attend afterschool programs have larger gains on state assessemnts, grades, attendance, and promotain rates; all of which impact overall student success to impact improvement at the campuses and district.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The afterschool program will work closely with the local school district, churches, businesses, and all 21st CCLC federal and state agencies to coordinate the program to maximize the use of public resources, with effective management, implemention and evaluation procedures as stated in the program guidelines to guide the grant. Campus Response to Intervention teams will work hand-in-hand with program personell to identify student needs quickly. Classroom Curriculum Based Assessment data will be used to develop activities that address the identified needs through tutorals and hands-on activities to promote a deeper understanding of core academic concepts. Title I, Federal Reap, Instructional Materials Allotment, and Local funds will be coordinated to provide the biggest "bang" for our buck in implementing research based strategies without duplicating or supplanting programs and activities already in place.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activites are based on objective measures to increase high-quality academic enrichment opportunites. The activites are determined by the evaluation of state assessement data, school day data collected from PIEMS reports, benchmarks, the six weeks data collected for student improvement from afterschool interventions and school day recommendations.

The afterschool program will plan STEAM activities, community projects, and enrichment programs to increase student success. According to Sahin, Ayar and Adiguzel (2014), STEAM designed related afterschool program activities increase 21st century skills,such as communication and collaboration, pushing students to incearse skills such as thinking critically and social skills, which are needed to be successful life long learners.

Community service projects mirror the skills need today in the service oriented world. The Department of Education has asserted that current workplaces are flexiable and depend on on people who can manage numerous tasks, work together with colleagues and be able to meet the needs of varying customers, pinpoint problems and making decisions quickly on how to fix them (www.afterschoolalliance.org, 2007). Also, according to The Afterschool Alliance skills added in afterschool go further than what can be determined by grades and test scores. Students today need to be exposed to activites which extend learning time in order to develop teamwork, leadership and problem solving skills.

Enrichment activities must be aligned in order to maintain continuity with the values and lessons students are taught during the school day (Neiva & Pepe, 2012). The afterschool grant will plan activities around the interests of students which could include outdoor games, computer lab time, art projects, cooking, gardening, sewing, building, community service clubs and tutoring/homework specific to the particular need of the students.

Data will be collected with intentional coordination from the afterschool staff, school day administration and a comprehensive detailed plan to ensure the success of the afterschool program. The requirements of the grant will be met through continuous monitoring of the centers by targeting the students most in need. Through the use of data collected from the assessments administered to show student progress in all area of focus, as decribed in the executive summary, adjustments will be made to increase student success.Communicating the changes to all afterschool staff, school day asminiration and teachers in order to set new goals and objectives for students, for tutoring activities, projects, and enrichment. All data will be used for conintuoues assessment and evaluation of the afterschool program.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

√ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

While Lipan ISD is a small rural school, we have community partners which include the Lipan Volunteer Fire Department, Lipan Police Department, Lipan Early Learning Center, Lipan Chieftains and Squaws lub, Lipan PT"O, Weatherford College, City of Lipan, Region XI ESC, Lipan Baptist Church, Lipan Masonic Lodge, and the Lipan Church of Christ.

We believe that effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the program can offer. The district will partner with the community including our local colleges, police and sheriff departments, etc. for our program. The partnerships will provide student and parent activities after school and during the Summer months. Program funds will provide the opportunity to expand upon these long-lasting relationships.

In support of the proposed project, the community will provide professional leaders and entrepeneurs representing diverse industries for the job training programs. The district will act as the financial officer as well as coordinating the project and providing personnel for the project components. The community will assist in developin programs as well as assisting our Director in locating appropriate parenting workshops for health, self-improvement, and nutrition.

Lipan ISD is a small rural school district with few if any community-based organizations in reasonable geographic proximity and of sufficient quality to partner with to meet the requirements of the grant.

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment was conducted with the input of all stakeholders, including but not limited too, the district improvement committee, school day administration, afterschool directors, site coordinators and family engagement specialist, school day teachers, staff and auxillary personnel, students, parents, and community memebers. The avenues for which input was obtained were demographic, student achievement, socioeconomic, attendance, the 2015 21st CCLC evaluation results, surveys from students, parents, community members concerning the needs of the district. School day and afterschool staff training, techonoly and needs were also assessed. The data was evaluated and utilized to create a comprehensive assessement of needs.

The resources available to the afterschool program centers are a safe place to meet with adequate services such as water, restrooms, cafeteria, gym, library and outside play spaces, along with in kind support for utilities, afterschool snacks, paper, internet, phone, fuel for busses in the summer and unwaviering support from the district. All of which capitalize on federal and state funds to increase student success and eliminate the chance of supplanting the school day.

The District stated the need for increased amounts of quality learning time, such as extended school year, before and after school, summer programs, and an enriched, accelerated curriculum; especially for underserved populations such as girls, minorities and low income families. The needs asseesment supported the findings.

The services mentioned above do not exist in our community without the afterschool program and are at a minimum 30 miles away. In order to increase the percent of students who pass the state asseeesments and course work student will be placed in appropriate tutorials based on the individual need of each student as assessed. Increasing the academic sussess of all students will be accomplished by recommended interventions to engage students in STEAM actitivies, college prep, Community Learning Center (new addition dependent of funds) for investigation of college and career information, real world activites and mentors. Families and student activities were an important component to parent surveys and revelaed a need for a place for families, parent and students to go before and afterschool to increase literacy and educational development. Hence the Community Learning Center will be an addition to our services, contengint reveiveing the grant funds, the Comminity Learning Center will be available to parent and students taking college courses during the day and specific evenings in the evenings.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When providing services in core academic areas such as reading and mathematics where scientifically bsed research has been conducted and is available, we will utilize the information to assist our students in meeting state and local student academic achievement standards. The U.S. DOE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that information about such programs is made widely available. The district will also provide professional development to our staff in 21st CCLC program practices and strategies that has been proven effective.

National estimates suggest that about 6.5 million children and youth, in kindergarten through 12th grade, participate in after school programs nationwide. Nearly one million of these children participate in 21st Century Community Learning Center programs. A decade of research and evaluation studies, confirms that students who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas – academic, social/emotional, prevention, and health and wellness. Activities offered through our proposed program include academic enrichment, tutoring, mentoring, homework help, arts (music, theater, and drama), technology, science, reading, math, community engagement and involvement, and activities to support and promote healthy social/emotional development. The district will also support a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning in project-based after school programs.

The afterschool program will work collaboratively with administrators, teachers, and district business office personnel to provide activities and services that benefit the students and support the need for academic performance, achievement, postsecondary and workforce preperatationand youth development.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lipan ISD does not plan to use volunteers in activities carried out through the community learning centers.

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

√ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Our community is invested heavily in collaboratice interaction, resource sharing, and coordination of services for students and families served by the district. Our district plans and works directly with other community agencies and organizations involved in the provision of literace and educational services. Representatives of Texas ACE Program populations, business and industry, local government, public libraries, postsecondary education service providers, and other local agencies and organizations are actively involved in planning for and implementing school reform initiatives. This includes those which address the academic achievement of our students.

The district's Board of Trustees are committed to meeting the needfs of our diverse student population. Through state and local funding, we will continue to offer after school instruction and other needed services for our students. We will sustain the project for at least two years by aggressively seeking sources of external funding through partnerships with business and community as well as grant initiatives in order to evaluate the longitudinal effectiveness of the program. Additional ways to help sustain an afterschool program will be considered such as a sliding fee and/or volunteer hours supplied by parents to mitigate cost, college work-study students and college volunteers. Utilizing local and school organizations such as 4H, Boys Scouts, FFA, and FCLA to provide in kind services such as helping with events, planning and conducting activities in conjunction with the afterschool program, ambassadors for family events, and help when called on to assist could expand sustainability of the program. Work with local senior citizen groups to come once or twice a week to work with a group of students to learn a skill, create meaningful relationships and be a part an ongoing community project to support the shut in senior citizens. Reduce programing to two days a week for three hours to be focused on tutoring, homework, and a set of activities to focus on enrichment, community service and youth development.

Letters of support with original signatures of **all** elected board members are attached to this application. A list of **all** elected board members is included below.

John Cooper, Board President
Todd Tuggle, Board Vice President
Walter Baldree, Board Secretary
Mark Pendergrass, Board Member
Phillip Tarpley, Board Member
Ellyn Grove, Board Member
Chris Cogdill, Board Member

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While all of our partnerships have unique membership, goals, and approaches, the experiences of our existing partnerships and their public and private-sector leaders point to some key principles for success in planning, design and improvement, and feedback. We will use these princviples in determining and expanding our project.

- Successful partnerships engage in a thoughtful process to define a vision or mission and clear goals. They also take time to ensure complete agreement and understandfing among all the partners.
- Defining and achieving spedific outcomes or results-a criterion of success that the business sector has long held as importand and that the public sector is striving to embrace-is an effective way to assess progress.
- Families are the ultimate cvonsumers of the programs and services supported by after school partnerships.
- Partnerships are most effective when they draw from a broad range of perspectives, resources, and expertice.
- Sucvcess requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support.
- Successfully manageing a partnership requires and effective governanve structure.

The district will ensure that the community stakeholders contribute to creating program awareness, evaluating program effectiveness and stustainability by developing and Afterschool Task Force (ATF). The ATF will be developed to ensure that the ACE Program provides academic enrichment and services needed to help students meet academic standards and graduate college and/or work force ready. The ATF will (1) assist in developing goals for the after school program; (2) provide support and guidance for the after school program; (3) secure community buy-in and support for the program; (4) assist in the development and implementation of the strategicv plan. Additionally, the Program Director will regularly report grant progress and problems encountered to his/her supervisor and to the chain of management appropriate. The program staff will coordinate to implement recommendations.

Project staff, including the Director, Site Coordinators (2), and Family Engagement Specialist will work with the Campus Principals (2), District Superintendent, Teachers (2), and Community Leaders (2) to provide in the process of increasing program awareness, evaluate program effectiveness, and to develop annual program and sustainability plans.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's project will have a strong management plan to assure that project goals and objectives are met on time and within budget. The plan has been designed to seek input from and represent all community stakeholders. The district's Afterschool Task Force (ATF) will be made up of representatives form the district and community leaders. Input was sought from parents, students, teachers and members of the community in the design of the ACE program. The ATF will be charged with the oversight, responsibility and monitoring the operations of the project, evaluating progress in the achievement of program goals, objectives and strategies for recommending continuous improvements and for reporting to the district's board of trustees.

The Project Director with assistance from the Site Coordinators will monitor day-to-day activities to ensure successful implementation. The Project Director and Site Coordinators will identify and enroll students and parents, recruit and hire teachers, identify contractors for enrichment courses, and identify and obtain appropriate curiccula, programs, and topics for family literacy and enricvhment offerings. Site Coordinators will also be responsible for collecting and reporting required evaluative data. The Project Director, Site Coordinators, and staff will work together to develop student and adult surveys to solicit feedback on an ongoing basis. In addition, the Project Director and Site Coordinators will analyze evaluation data to ensure continuous improvement in the operation of the program. The Project Director and Site Coordinators will attend the required orientations, trainings, and conferences required by the grant. The Project Director and Site Coordinators will also be responsible for the timely and accurate entry of data into TX21st database.

The district will employ an outside evaluator to synthesize and report project data and produce a comprehensive summative evaluation report annually. The comprehensive report will be present to the Lipan ISD Board of Trustees for review.

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Lipan Junior High/High School		
9 digit campus ID#	111902-003	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	6-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	55
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Lipan Elementary		
9 digit campus ID#	111902-102	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	PreK-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	120

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name:	
9 digit campus ID#		Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:	
9 digit campus ID#		Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding for this program will be used to supplement and not supplant funds form non-federal sources. Our purpose is to increase the levels of service already offered to meeth the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be deveased or diverted for any other uses because of the availability of these funds. The district will maintain documentation which will demonstrate the supplementary nature of these funds.

Fundng for this program will also be enhanced with funding from in-kind contributions, community contributions, Title I, Part A; Title II IDEA; Erate, and local funding. We will also utilize funding from other state funded competitive and non-competitive programs.

Sustained participation in the L^5 ACE Program can be cultivated in a number of ways. The L^5 ACE Program starts enrollment for the program during regular registration of students. A community newsletter will be distributed to every community member the first week of August and will detail the enrolloment process. Flyers which contain the pertinate information are available and site coordinators are on hand during regristration. Students are exposed to a multitude of activities which target the students needs and interest areas. The students are monitored at all times and attendance is taken for each session offered. The district realizes in order to recruit students and parents in need of academic assistance we will not only need to have school day teachers refer students to the after school program, we will also need to offer programs that provide high interest activities to keep those students interested in participating on a regular basis. Adult family members are offered an array of programming based on surveys at the beginning and throughout the year. Family events are at least once a month and are based on the needs of the adults expressed in surveys and conversations with parents. Adult needs for training are offered also based on the needs expressed by the adults, such as Finacial Peace University, GED classes, and other ongoing events.

Campus Response to Intervention teams and curriculum based assessments will be used to target specific core content areas in need of the greatest focus.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lipan L[5] ACE Program will have two centers. Center #1 will be located at Lipan High School and Center #2 will be located at Lipan Elementary School. Preferred class/large group sizes will be 15 students and will not exceed 20/1 ratio. Small groups will be a 4/1 ratio.

Centers will be open a minimum of 36 weeks for fall, spring and summer combined. We are offering a minimum of 15 hours per week during the fall and spring term and 18 hours per week for each of the 6 weeks during the summer program for a minimum total of 465 hours during the school year and 108 hours during the summer. A minimum total of 573 hours for the grant period will be offered. The district is offering 93 hours above the minimum requirement for this grant program.

Our school year schedule will be as follows:

Monday-Friday:
7 a.m.-8 a.m.
Monday-Thursday
3:15 p.m.-5:45 p.m.

One Saturday a month:
Time dependent on activity

During the summer our schedule will be as follows:

Monday-Thursday:
8:30 a.m.-1 p.m.
4.5 hours per day
4 days per week x 6 weeks

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The afterschool program will ensure the safety of all program participants and staff at all times. All students attending the afterschool program will be escorted to the cafeteria by school day teachers. The afterschool program teachers will check each student into attendance on the appropriate attendance sheets. All parents and staff will be aware of the student sign out procedures. Parents must go to the sign out desk to sign out their child. The front desk clerk will check to make sure the pick-up person is on the student's paperwork as a designated pick-up person. Once the student has been signed out, the front desk clerk will call the student to the office to go home. Older students, with previous parent permission communicated to program staff in writing ,may sign themselves out to go home. All staff members will be aware of emergency procedures and plans. Emergency escape routes and building diagrams are properly posted. The safety assesement will be completed in year one to make sure all safety requirments are being met. If there are descrepincies the proper staff wil be informed and the issue wil be rectified in a timely manner. All safety assessments are filed in the afterschool files.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The afterschool program staff and the school day staff will collaborate an establish a common procedure to determine when students are in need. Data gathered daily, weekly, monthly, by semester, summer and all state asseesemnts, all school data available on students along with 21st CCLC student data will be used to determine trends and areas of concern. This information will be used to identify students in need. The afterschool director and the school day administration will meet each six weeks to discuss if the needs of students have changed based on current data. If the students' needs changed recommendations will be made to change the effected students placement in the program. The The afterschool director and coordinators will review the District Improvement Plan each semester including summer and review the current needs assessment to establish if a change in goals and objectives are necessary to meet the outcome of the school day and afterschool program. Distinct activities, such as tutorials and remediation courses, will be designed to meet the needs of particular students based on the evalution of data and needs assessment. Afterschool coordinators will regularly meet with school day leaders and teachers through staff meetings held during lunch and individual meetings will take place on an "as needed basis" during teacher conference periods. The afterschool program's activities will be designed to extend students' understanding of subject area ideas, build skills that contribute to success in those subject areas, and demonstrate the relevance of those subject areas to the real world. The afterschool program activities will cover a wide variety of academics, enrichment, college and career readiness and family engagement. The coordinators plan and implement lesson plans using the unit and lesson plan template supplied by Texas ACE that includes TEKS objectives identified as areas of concern for the district.

Project staff will monitor the TEA Milestones on a regular basis in order to evaluate progress toward the attainment of the Critical Success Factors for program populations – student and family participants as well as grant staff. To achieve its goals and ensure excellence, TEA has identified a set of critical success factors and milestones. Critical Success Factors reflect behavioral changes that must be demonstrated by students enrolled in the program or by the adults working on their behalf. Milestones are key strategis that establish the foundation on which critical success factors are built.

TEA's Critical Success Factors for ACE:
- Students' and families active participation and engagement in learning
- Students' and families' increased sense of involvement in school
- Use of assessment data to revise/evaluate student services
- Implementation of strategies learned through training for ACE Leaders and Staff

TEA's Milestones for ACE:
- Utilizing innovative instructional techniques for academic and enrichment activities
- Providing adult advocates, based on student need and in accordance with best practices
- Conducting ongoing/continuous student assessment to determine need and improve targeted services
- Providing training opportunities for staff development

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When providing services in core academic areas such as reading and mathematics where scientifically bsed research has been conducted and is available, we will utilize the information, materials, supplies, and strategies to assist our students who are at risk of academic failure or dropping out to meet state and local student academic standards. The U.S. DOE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that information about such programs is made widely available. The district will also provide professional development to our staff in 21st CCLC program practices and strategies that has been proven effective.

National estimates suggest that about 6.5 million children and youth, in kindergarten through 12th grade, participate in after school programs nationwide. Nearly one million of these children participate in 21st Century Community Learning Center programs. A decade of research and evaluation studies, confirms that students who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas – academic, social/emotional, prevention, and health and wellness. Activities offered through our proposed program include academic enrichment, tutoring, mentoring, homework help, arts (music, theater, and drama), technology, science, reading, math, community engagement and involvement, and activities to support and promote healthy social/emotional development. The district will also support a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning in project-based after school programs. By aggressively targeting and monitoring the progress of our at risk students and closely coordinating the efforts of the classroom teacher, family, community, and program personel, the combined effort can identify those strategies and activities that provide the greatest amount of success.

The afterschool program will work collaboratively with administrators, teachers, and district business office personnel to provide activities and services that benefit the students and support the need for academic performance, achievement, postsecondary and workforce preperatationand youth development.
The Program will provide academic support for students upon examination of the STAAR reading and math standards and objectives that were unsatisfactory. We will provide extra tutorials for students that scored low on testing standards. We will hire certified and highly qualified teachers to work with these students one on one and in small groups. Our activities will be particularly math and reading based and these activities will meet the needs of our students based on test data segregation. The Program Project Director and Site Coordinator will have access to the student grade portals online. This data may be reviewed by the Site Coordinator on a regular basis to target students in need of academic assistance. The relationship between the Program and the regular school day will be collaborative to ensure the needs of students, particularly those at risk of failing and/or dropping out, are met. Staff to student ratios will be no more than 1:5 for small group tutorials and no more than 1:20 for large group academic activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program's family engagement specialist will develop a network of family support partners, support and empower families to be partners in the planning process for family and children's activities, and create meaningful dialogue between parents and school. The family engagement specialist will provide opportunities for literacy and related educational development by regularly facilitating parent group meetings, educational and informational programs, trainings, workshops, and family activity nights.

In addition, the family engagement specialist will provide real life experiences in the pursuit of higher education with College and Career activities, by coordinating and monitoring the dual credit program, and by assisting families navigate the maze of college applications, FAFSA, resumes, and scholarship applications that will aid their students' to be prepared for college or the work force upon graduation from High School.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist will coordinate with the project director and site coordinators to recruit participant families and assist in the coordination of family engagement strategies across all centers. In order to recruit participant families, The L5 ACE Site Coordinator and Family Engagement Specialist will be present at parent/teacher open houses and at the beginning of the year when students pick up their enrollment packets and schedule information. Community needs will be accessed by L5 ACE Program staff. Student and adult activities such as the L5 Health and Safety Fair, Marriage Classes, Parenting Classes and Financial Peace University will be implemented to create solutions to specific community issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 111-902	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement activities are determined by parent and student surveys. The activities are planned to enhance the school day and afterschool program. The afterschool program utilizes themes for each month, which is coordinated with the school day scope and sequence documents. The family engagement activities are at a minimum once a month and dependant upon identified needs can be as frequent as necessary to meet the needs of working families.

The family engagement activities are at the school district building, except for when our fitness group participates in 5K's out of town or the family activity is based on resources we do not have available to create a highly engaging family event to meet the goals of the family night. District buses are utilized to transport students and parents. The majority of the family engagement activities are family involvement in the students educational process. We also have activities where the parents and students are engaged in fun activities for family bonding and growth (e.g., math night). Other family events will be about just being together without any distractions from life, such as family movie night under the stars, painting together, open house where student tell their parents about their school day and afterschool day, same gender and different gender events; mom/daughter or dad/son. All activities in family engagement will be tied back to the identified needs.

Parent are invited to meet the teacher, open house, two book fairs a year and each event is connected to the activates in the afterschool program. During these events student and families are together for educational information and access to the teachers. Working families are busy and need activities that maximize their opportunities to be informed, activities are planned with the precious time and resources of families, therefore in nearly all cases family engagement events will have light snacks and something to drink.

Through the possible addition of the Lipan Community Learning Center, contingent on funds, student and parents can access the educational, literacy and language learning software. Parents can access the center during the day or on selected evenings (to be determined by parent input) to work on college courses, GED, language acquisition, literacy skills, resumes, and job searches. The students can assess the center to work on college courses, apply to colleges, FAFSA applications, and career interest. Parents will be given the opportunity to participate in parent classes, the topics will be determined by surveys at family events, on Facebook and the school website. When parents are in training, snacks and babysitting are provided with the coordination of the school organizations which need volunteer hours. The afterschool program participates most activities at the school including sporting events, banquets and performance programs. The afterschool students are ambassadors, helping serve, creating play sets, setting up performance equipment, singing the school song at multiple events and giving back to the school, parents who can also participate in the planned activities

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 111-902	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 111-902		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 111-902		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 111-902		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 111-902		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 111-902	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 111-902	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **0**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified
☐ What services will be offered
☐ How, where, and by whom the services will be provided
☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services
☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services
☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools
☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers
☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor
☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 111-902	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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